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ABSTRACT

Chapter 1 In-Class programs are designed to improve the curriculum and instruction for Chapter 1 students, increase coordination and student time on task, enhance student self-esteem, and increase the student's academic achievement and test scores. This report describes a Chapter 1 In-Class Service model used within the Newark (Ohio) school system; and presents several technical assistance papers and other material designed to assist those interested in beginning a similar program in their own school system. An administrative guide is included to help school administrators facilitate the planning and implementation of the in-class model as well as suggesting benchmarks for ascertaining the program's effectiveness. (GLR)

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CHAPTER 1 IN-CLASS SERVICE - AN OVERVIEW

Newark is a mid-sized city located 35 miles northeast of Columbus. The school district consists of one high school, three middle schools, and twelve elementary schools serving approximately 8,000 students.

Seven elementary schools receive Chapter 1 services. Programs in place include: preschool, all-day kindergarten, Reading Recovery, in-class and pull-out reading programs 1-5, one replacement class, and one school-wide project. A half-time math class is operating in a middle school. The Chapter 1 staff consists of twenty-four teachers and nine educational aides. A part-time Resource Teacher assists with program development.

Chapter 1 In-Class Service in Newark City Schools

Is **not** merely placing the Chapter 1 teacher in the regular classroom as an aide.

Is **not** just teaching in the "back of the room".

Is **not** intended to eliminate the need for a Chapter 1 room and/or Chapter 1 materials.

Is **not** intended to replace all pull-out models.

Is **not** for all students or all teachers.

Chapter 1 In-Class Service in Newark City Schools

Is placing the reading student in the regular classroom (flexible; pull-out if needed).

Is placing the Chapter 1 teacher in the classroom as a collaborative teacher.

Is based on the premise that the Chapter 1 teacher and classroom teacher can best meet the needs of students by working together as a problem-solving team.

Is designed to provide for maximum student time on-task.

Is success oriented both for students and teachers

A MODEL FOR INCREASING CHAPTER 1 STUDENT SUCCESS IN THE CLASSROOM

GOALS:

Improve curriculum and instruction for Chapter 1 students

Increase coordination

Increase student time on task

Enhance student self-esteem

Increase academic achievement and test scores

METHOD:

Utilize Chapter 1 staff and resources to create conditions for change

YEAR 1: Building bridges/gaining support

Begin to explore new ways to meet student needs

Build rapport with teachers, principal and parents

Develop a shared knowledge based and philosophy

- Read and discuss books and articles
- Attend conferences together
- Observe others in action
- Use Chapter 1 release time to plan for instruction and to implement new ideas

YEAR 2: Create the expectation - all students can learn well

- Set clear goals for students and staff
- Focus on problem solving to meet student needs
- Continue to learn and grow as professionals
- Utilize Chapter 1 release time for planning

  1/2 day per month or 9 weeks for grade level teachers to plan
  (floating substitute will release teachers to plan together)

  - set an agenda
  - come prepared
  - utilize the expertise of resource people
  - involve the principal

- Celebrate successes

YEAR 3-5: Putting it all together/keeping it going!

- Maintain an overall staff commitment to work together to solve problems and create the best learning environment for all students
- Spotlight and share best practices
- Continue to support and encourage professional development of Chapter 1 and classroom teachers

Footnotes*

Ohio Department of Education
Division of Federal Assistance

Memorandum to Coordinators of Federal Assistance Programs
From William L. Henry, Director

November 1993

INFORMATION UPDATE

Chapter 1

In-Class Instruction Models

Both the Chapter 1 Flexibility Guide and the Chapter 1 Policy Manual address in-class instruction. Careful consideration must be given toward implementing this alternative delivery method. Although this approach can be highly successful, the classroom teacher is still ultimately responsible for planning the regular instructional program of participating children, providing them with instructional services, and evaluating their progress. The Chapter 1 teacher works in a supplemental manner with identified Chapter 1 students. Extensive cooperation and coordination is required to implement an effective in-class model.

There are several variations of the in-class model that meet the educational needs of the Chapter 1 students. The classroom teacher may present the lesson to the entire class while the Chapter 1 teacher moves around the room keeping Chapter 1 students on task and observing the students' reactions to the lesson. This provides a basis for the extension activities to follow. After the lesson is over, the classroom teacher works with the non-Chapter 1 students and the Chapter 1 teacher works with the Chapter 1 students. The Chapter 1 teacher may work with the Chapter 1 students in a group setting or may move from desk to desk assisting the Chapter 1 students.

In a similar lesson, the classroom teacher provides whole-class instruction. The Chapter 1 teacher and one or more other adults are also in the room during the lesson. At the conclusion of the lesson, the students are divided into groups. Each adult is given a group to work with on reinforcement activities. The class is grouped carefully so that the Chapter 1 teacher works with only Chapter 1 students.

Through careful planning, it may be decided that the best method of instruction for a particular lesson for Chapter 1 students is through cooperative learning. The classroom teacher and Chapter 1 teacher establish a few groups of students so that Chapter 1 students are mixed with non-Chapter 1 students. Both teachers provide assistance and facilitate the cooperative learning teams until the Chapter 1 students have mastered the lessons for which the teams were organized. The Chapter 1 teacher focuses on Chapter 1 students within the groups. This would not occur on a long-term, regular basis.

Under certain conditions, a Chapter 1 teacher may travel from one classroom to another. When entering a classroom, the Chapter 1 teacher works with the non-Chapter 1 students while the regular classroom teacher works with the identified Chapter 1 students. This enables the classroom teacher to provide intensive instruction to the Chapter 1 students. Chapter 1 would be charged for the portion of time that the classroom teacher spends with the Chapter 1 students. Appropriate time distribution records documenting time spent providing supplemental instruction to the Chapter 1 students are required. (See Q3. page 24 of the Uses of Funds section of the policy manual.)

The Chapter 1 teacher could occasionally present lessons to the entire class much as the regular teacher does. This would not be done on a regular basis. The lesson must be specifically designed to meet the special needs of the Chapter 1 children. If not, the classroom teacher should present the lesson. Since most lessons are designed for the entire class, the Chapter 1 teacher would not present many lessons during the school year. The Chapter 1 teacher's lessons could also serve as models of particularly effective teaching strategies for meeting the needs of educationally deprived children.

* * * * * * * * *

FROM: Footnotes - October 1992
Division of Federal Assistance

Examples of incidental service could include any of the following:

- During Chapter 1 service using an in-class model where the Chapter 1 teacher is working with a small group of students in the back of the classroom, a non-Chapter 1 student may ask for help. If the assistance can be provided, without disruption to the small group instruction, a response to the non-Chapter 1 child would fit within the regulations.

- During an in-class model where the Chapter 1 teacher is helping Chapter 1 students after they have had the initial instructional portion of their regular reading lesson and are doing some follow-up activities, other non-Chapter 1 students may have questions. As the Chapter 1 teacher moves from Chapter 1 student to Chapter 1 student, assistance could be given to non-Chapter 1 students as long as the regulation requirements are not ignored.

- Under special circumstances during the Chapter 1 in-class instructional time, an entire classroom reading group might remain intact in order to reduce the isolation of the Chapter 1 students from their peers. Non-Chapter 1 students would not be included on a long-term basis.

- Students being phased out of the Chapter 1 program could continue to receive incidental service during this transitional period.

* * * * * * * * *

From: Region 2 Chapter 1
Rural Technical Assistance Center
Classroom Coordination of Chapter 1 Services
A workshop presented by Rita J. Uchida

OPTIONS FOR STARTING IN-CLASS SERVICES

The following descriptions may be helpful in getting started with in-class services. They are suggestions for your consideration, not prescriptions, and can be altered and/or used in combination.

In-class Observation:

The Chapter 1 staff person observes her students in the regular classroom during reading and/or math instruction. Observing several times gradually introduces the idea of being there to the Chapter 1 staff person, classroom teacher, and students. Chapter 1 staff gets a feel for student performance, behavior, attitudes, expectations, etc., in the regular classroom. Use this experience to implement in-class services in the classroom observed.

Single Classroom Pilot:

Chapter 1 staff goes in-class in a single classroom with a teacher who is willing to work together in the pilot. It is important to use this as a pilot and learn from it. Try different material, instructional approaches (reinforcement and readiness), student grouping patterns, etc. Try different methods of communication-planned meetings, regular exchange of written information, one-minute updates, etc. Assess the value of information exchanged to see what is most valuable in providing coordinated instruction for Chapter 1 students. Use the pilot experience to expand in-class services to other classrooms.

In-Class/Pullout Combination:

Chapter 1 staff goes in-class several days a week and continues to provide pullout services the other days. In planning, it may have been determined that some services are best provided in-class and others in the pullout setting. Some instructional strategies may require more room or be disruptive to the regular classroom. Combination services may also be necessary in programs that have a lab or computer component which requires materials and/or equipment not available in the regular classroom.

From: Region 2 Chapter 1
Rural Technical Assistance Center
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CONSIDERATIONS IN PLANNING FOR IN-CLASS SERVICES

In implementing in-class services for your Chapter 1 students, careful planning can help to ensure success. Classroom teachers, Chapter 1 staff, and the building principal should work together in planning for implementation. The following considerations may be useful in your planning.

Curriculum and instruction:

A key factor in successfully implementing improved coordination and in-class services is that the change be viewed as better by all involved: the classroom teacher; the Chapter 1 staff person; and, the students. A good starting point is closely examining both the written and taught curriculum and the instructional approaches that are used to implement this curriculum. Where can teamwork help in better meeting curricular and instructional goals and better meet the needs of Chapter 1 students?

- What areas of the curriculum will be emphasized during in-class instruction to assist Chapter 1 students to succeed in the regular classroom?
- What specific instructional activities and strategies should be targeted for in-class services?

Reading considerations:

Before Reading Activities - helping students develop/activate prior knowledge, set purposes for reading, and initiate predicting strategies.

During Reading Activities - keeping students actively involved in their reading through strategies such as: ReQuest, KWL, semantic mapping, Think-alongs, and lots of interactive discussion.

After Reading Activities - allowing students to respond in a variety of ways so comprehension is treated as constructing meaning. Activities could be written, oral, or multimedia formats and should be varied to encourage flexible and independent strategies.

BASIC CONSIDERATIONS

The process of working in new ways is challenging, sometimes scary (are we doing it right?), sometimes frustrating (why isn't this working?), but in the end, very rewarding. From our experiences in Newark and an evaluation of this approach we have identified the following key components of a successful "in-class" model.

PURPOSE

A thorough understanding by all teachers and administrators as to the clear-cut purpose - "SUCCESS IN THE CLASSROOM" - and of the philosophical and research basis of the program.

EXPLORATION AND PLANNING

Extensive pre-implementation discussions and planning to address the following areas:

- Respective roles of Chapter 1 and regular classroom teachers
- Views on teaching and learning
- Benchmarks to be reached - (See example in this packet)
- Evaluative criteria used to monitor student progress in the program
- Frequent and well-structured planning sessions involving all educators working with the model
- A large scale commitment to communication and flexibility
- Extensive inservice education to provide essential skills and knowledge base

IMPLEMENTATION RATE - GO SLOWLY

- Start with teachers who are ready to explore new methods
- Be careful not to s-t-r-e-t-c-h teachers too far. It is difficult for the Chapter 1 teacher to accommodate too many different teaching styles all at once.
- Enthusiasm spreads! As teachers begin to share their successes, other teachers become interested in knowing more about the approach.

TIME

- To be most effective, a Chapter 1 in-class model needs to be a minimum of 45 minutes to an hour.

Questions to ask when planning for coordination of instruction:

What is success in the regular classroom?
How will success be measured?
What role will each teacher play?

What will make it easier for the Chapter 1 students to meet with success on classroom assignments?

- Preteaching of concepts and vocabulary
- Use of appropriate levels of material
- Frequent opportunities for review and rereading of text
- Reinforcement of skills/concepts throughout the week
- Strategy lessons
- Use of higher order thinking skills

Other:

How can the Chapter 1 teacher provide support for Chapter 1 students?

- Small group instruction using literature, basal or content material
- One-to-one intervention
- Oral language development activities
- Guided reading and writing
- Reading for fluency

Other:

Sources of guidance in planning for Chapter 1 instruction include:

- Course of Study and P.P.O's
- Ongoing assessment of Chapter 1 students' needs
- Team planning
- Clearly defined success indicators
- Assistance from support personnel

Other:

Pitfalls to avoid

- "Down time" for Chapter 1 students or teachers
- Direct instruction to non-eligible students
- Lack of preplanning, limited communication, and ill-defined roles for Chapter 1 and/or classroom teacher
- Lack of Administrative involvement and/or support

Other:

Getting Started

It is a good idea to submit a written proposal to the administrator(s) prior to initiating an in-class program. Writing a proposal will help both teachers to focus on important aspects of working together. The following is an example of one of our first attempts:

Goals: To improve student academic success in the classroom
To develop a closely coordinated plan of action
To work together as a team to meet the needs of Chapter 1 students

Chapter 1 students served: 10

Time in the classroom: One hour daily, during the Language Arts block

The Chapter 1 teacher will work with Chapter 1 students in the classroom both with individuals and with small groups. The schedule will be planned so that the Chapter 1 teacher is in the room during the main reading and writing time periods when possible.

During the hour, activities led by the Chapter 1 teacher for Chapter 1 students may include:

- Preteaching to build background and vocabulary (pull out or in class)
- Reinforcing phonics/skill lessons
- Guided reading lesson with Chapter 1 students in small groups using books fitting classroom theme
- Assessing Chapter 1 students - running records taken periodically
- Assisting Chapter 1 students with writing process activities
- Modeling of reading/writing strategy lessons for the purpose of staff development
- Reinforcing comprehension skills with small groups or individuals on an as-needed basis

Initiating this program needs much planning time and with the supervisor's, principal's and resource teacher's help, we'll begin by meeting weekly to plan the Language Arts units together to include activities for regular and Chapter 1 students and also to closely examine progress of these students in reading and writing.

We plan to do ongoing assessment of the progress of this modified Chapter 1 program and make adjustments/changes as necessary.

CHAPTER 1 TEACHER'S ROLE - SHARING THE RESPONSIBILITY

Planning for Instruction

Shared decision-making in:
- Selection of materials
- Instructional strategies
- Planning activities for Chapter 1 students
- Evaluation of curriculum, instruction and student success

Reading Instruction

* Whole Group/Chapter 1
Chapter 1 teacher may:
- team teach
- introduce lesson
- model instructional strategies
- keep students on task
- assist with cooperative learning activities

Chapter 1
Small Group Instruction
- follow-up reinforcement of lesson
- guided reading
- skill development
- practice in applying reading strategies

Chapter 1
Individual Instruction
- assess student need
- work on specific needs using RR strategies
- evaluate student progress
- give feedback on student needs to classroom teacher

Writing Workshop

Small Group
- help students move through the writing process

Individual
- utilize RR strategies for writing with individual students
- assess student progress
- make suggestions for classroom follow-up activities

* CAUTION must be used in whole group activities. The focus must be on the at-risk student. It is not allowable for the Chapter 1 teacher to regularly instruct the whole group or to regularly model instructional strategies. Talk with your Chapter 1 consultant for clarification.

Form developed by Janice Watts
Ben Franklin Elementary School
Newark City School District

Literacy Development Checklist
Grade Two

Name: _____

	Not Yet	In Structured Situation	Independently
I. Interest in Books			
Listens when read to			
Requests that you read aloud			
Reads silently for sustained period			
Samples a variety of genres			
II. Book Knowledge			
Front to back arrangement			
Directionality			
Print carries a message			
Relationship between print and illustrations			
III. Reading - Text Meaning			
Predicts outcomes and actions			
Retells story in own words			
Talks about characters			
Identifies main idea(s)			
Locates specific parts of text (author, title, publisher, etc.)			
Describes setting			
Expresses reason for (dis) liking story			
Uses visuals to support meaning			
Identifies details (who, what, where . . . problem/solution)			
Reads fluently with appropriate meaning			
IV. Reading Strategies			
Uses visual/phonetic cues			
- beginning and ending consonants			
- digraphs			
- blends			
- vowels			
Uses structural cues			
- word endings			
- plural endings			
- compound words			
- contractions			
- syllables			
- possessive forms			

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Examples of Tools for Collaborative Planning

	Not Yet	In Structured Situation	Independently
Uses semantic context clues			
- synonyms/antonyms/homonyms			
- rhyming words			
- inferencing (predicting/confirming)			
- main idea			
- cause/effect			
- sequencing			
Reads to the end of the sentence			
Rereads for clarity			
Self-corrects when errors affect meaning			

STUDENT CONFERENCES

Date	Book student is currently reading	Comments

Examples of Tools for Collaborative Planning

READING CONFERENCE

Name:_____ Date:_____ Score:_____ -Watts
Grade 3

	5	4	3	2	1	0
Rehearsed Read Aloud	Uses phonetic, syntactic, and semantic cues Rereads or self-corrects Fluent	Almost always uses 3 cueing systems Frequently rereads and self-corrects Fluent	Sometimes uses reading strategies Sometimes rereads and self-corrects Fairly fluent	Uses few reading strategies Seldom rereads or self-corrects Not fluent	Uses only phonetic cues Does not reread or self-correct for meaning Not fluent	Unable to read text
	5	4	3	2	1	0
Retelling	Logical sequence All major points included Characters mentioned Comprehension is evident	Retold mostly in sequence Most major points included Comprehension is evident	Text retold, but not in sequence Some major points included Comprehension not always evident	Some points of story included Little evidence of comprehension	Few points are retold No evidence of comprehension	Unable to retell
	5	4	3	2	1	0
Responding	Can discuss: - characters - setting - author /illustrator's style or purpose - like/dislike - can make comparisons to real life	Can discuss: - characters - setting - author/illustrator's style or purpose - like/dislike	Can discuss: - characters - setting - like/dislike	Can discuss: - characters or setting - like-dislike	Can discuss: - like/dislike	No response

SETTING BENCHMARKS

Goals that children should reach at certain points in their education are called benchmarks. Benchmarks are a kind of measuring stick for determining if a child has the skills to advance to the next grade level.

As the classroom teacher and Chapter 1 teacher discuss and determine jointly what benchmarks are appropriate, both have common goals and understanding of where the child should be. The following are examples of benchmarks for first grade students:

- The student reads accurately at Level 12 - Reading Recovery (90% correct, and uses self-monitoring, self correction strategies)

- The student has a writing vocabulary of 25 words (same list for all classes) with no errors. These words are very high use words.

- On a 100 word vocabulary list, the student recognizes at least 80 of the words. Again, these words are very common, high use words.

- The student shows knowledge of letter/sound relationships as demonstrated by invented spelling use in a dictated sentence.

- The student can write a story that has at least three sentences. These sentences must tell the beginning, middle, and end of the story, and must make sense.

- In addition to these requirements, the student must pass the district PPO's in Language Arts.

RECORD KEEPING POSSIBILITIES

Running Records

Slosson Oral Reading Test

Writing Dictation

Individual Interviews

Anecdotal Records

Portfolios

Literacy Development Checklist

IMPROVING CURRICULUM AND INSTRUCTION

"SHIFT" HAPPENS! BE A LEADER IN THE PROCESS!

TEAM BUILDING	-	Change is a slow process - expect some bumps along the way!
Communication	-	Sharing of information .....What an idea!
Cooperation	-	Whatever you say is fine, ... I'll go along
Collaboration	-	"We can do" ... What do "we" think is best?
Challenge	-	Is this really the direction "we" want to go?

There may be times when you are not sure in-class instruction will work. Take a deep breath, think through the problem and find time to talk about the problem with your team mates and principal. Building new relationships requires a willingness to openly and honestly express your thoughts and ideas. We found that knowing about the stages of team building gave us confidence to keep going.

FORMING STAGE	-	Chapter 1/teachers/principal agree to start the journey
STORMING STAGE	-	Discussions - if you never storm you never know each other!
NORMING STAGE	-	Based on professional understandings the team develops a new set of expectations about the dual team role
PERFORMING STAGE	-	"Act" together - a true professional collaboration of effort
REMINDER	-	TEAM BUILDING TAKES PLACE OVER TIME

The role of the administrator is to facilitate the planning and implementation of the in-class model. Principals can help by arranging for release time for planning, allowing teachers to visit other programs or attend conferences, and providing ongoing support and encouragement.

A checklist to guide teachers and administrators in program development:

Is there evidence that the following steps were taken in the collaborative lesson-planning process:

____ the regular classroom teacher selects curriculum, sets goals and specific objectives for the week

____ the Chapter 1 teacher identifies any special or unique learning, and/or behavior needs of identified students

The teachers jointly:

____ determine the role each will have during the week (plan for active involvement for both teachers)

____ select the methods of instruction (whole group, small group, individual instruction)

____ select appropriate instructional and intervention strategies to meet Chapter 1 student needs

____ plan and implement effective ways to monitor and evaluate student progress

Classroom observation checklist:

Is there evidence of _ _ _ _ _

____ implementing pre-planned lessons?

____ multiple presentation strategies?

____ active participation by both teachers in the lesson?

____ a relaxed teaching and communication relationship between the teachers?

____ shared behavior management?

____ appropriate pacing?

____ allocated time appropriate?

___ questions appropriate?

___ Chapter 1 teacher contact time with Chapter 1 students sufficient?

___ environment conducive to flexible grouping?

___ immediate feedback while teaching?

___ an appropriate measurement of Chapter 1 student learning in place?

___ charts; graphs being used by teachers and/or students as evidence of progress?

___ an end-of-year evaluation is planned?

___ appropriate Chapter 1 student engaged time (on-task)?

___ ample "guided practice" activities (active questioning)?

___ "equal" respect shown to both teachers by the students?

BENCHMARKS OF EFFECTIVE COORDINATION
(Are we doing it right?)

Benchmarks Of Effective Coordination are:

- improved student achievement
- higher expectations for student learning
- expressions of collegiality prompted by recognition of common goals
- caring supportive relationships among teachers
- willingness of staff to accept suggestions and attempt innovations in instruction and assessment

Chapter 1 Teacher:

- provides more directly explicit instruction using effective reading strategies
- helps to develop needed background knowledge and helpful reading strategies
- reinforces, extends and supports the classroom lesson
- acts as a change agent by sharing research and strategies by modeling for and supporting the classroom teacher

Chapter 1 and Classroom Teacher:

- develop instructional goals (benchmarks)
- use instructionally compatible materials
- use a team approach to planning for instruction
- regularly share informal assessment and information and make decisions about student progress and instructional plans
- provide instruction through the use of real reading materials
- learn from each other and grow as professionals